





# Why sir is three parts gone...

by Bob Doe

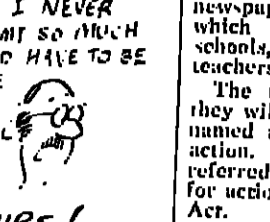
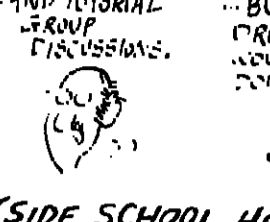
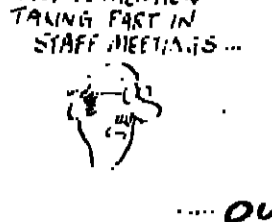
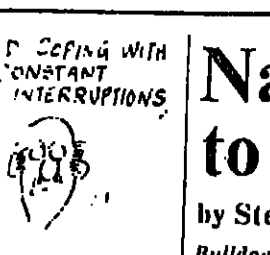
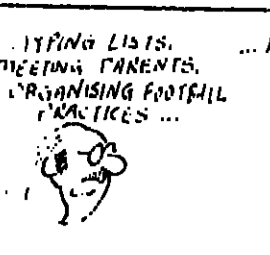
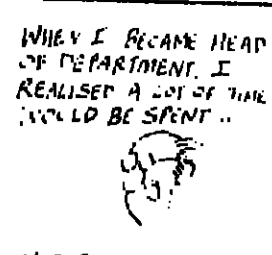
Many heads of department spend only about a quarter of their time teaching, according to a timetable submitted by a teacher to a meeting of teachers and industrialists last week.

Mr Peter Borrow, head of science at Farnham School, London, complained that teachers were increasingly acting as social workers. Because schools have grown so big, he said, they spend much of their time simply "communicating" with colleagues.

He told the meeting, which was called to discuss school and work links: "If kids go out into industry not knowing much science, it's not very surprising."

More than half the teachers present agreed that his experience was not untypical, though some said it applied less outside the inner cities. Mr Borrow's timetable showed that only 16 out of 58 hours were actually spent in the classroom. But, he insisted, that was by no means a bad school.

As schools grew, he said the time teachers spent in meetings increased at a disproportionate rate. They also spent far too much time on a small number of problem children and on case conferences.



### THE TIMETABLE

Class teaching	16 hours
Supervision (break duties, hall, etc)	2 hours
Tutorial and year group meetings	1 hour
Departmental meetings after school	4 hours
Administration (writing letters to parents, publishers and suppliers, filling up lists and forms) and lesson preparation	25 hours
Attendance at teachers' centres	3 hours
Total	58 hours
* Add 4 hours a month for parents' evenings	

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# National Front threat to 'red teachers'

by Stephen Cohen

Bulldog, a new National Front newspaper for schoolchildren which circulates in East London schools, says it will expose "Red teachers" in its next issue.

The major teachers' unions say they will support members who are named and who wish to take legal action. The paper itself has been referred to the Attorney-General for action under the Race Relations Act.

About 1,000 copies of the first two editions of Bulldog have been given out to schoolchildren in Barking. The third edition, which comes out next week, will print 2,000 copies. All will be paid for by the magazine's editor, 16-year-old Mr Joe Hewes, who left Epsombury Comprehensive School this summer, and is now studying rubber and plastic technology at South Bank Polytechnic.

Source is the National Front's youth organizer in East London. His magazine promises to expose "all the names of all the Red teachers in a big East End school". The current issue exhorts readers to "write the communist teachers' names on their foreheads".

The magazine was described by teachers' leaders this week as "scurrilous rubbish, scoundulous, beneath contempt, nasty propaganda, and objectionable".

The universities are now agreed that a common core is needed for all A level mathematics courses and there is a wide measure of agreement among them on what should be in it. There are more than 50 syllabuses at this level.

A report just published by the Standing Conference on University Entrance (SCUE) says there is now what constitutes the minimal core of mathematics required in a wide variety of degree courses. The views

of 80 per cent of them are in the report. The core syllabus contains a list of suitable candidates, the remaining governors, parents and staff then appoint a school like the one I visited so long as the ILEA and Labour-controlled and part-time meetings believe as I have dictated, the result is a foregone conclusion. The same clings to it.

It may be argued that this is bad thing. Their virtues and they are invaluable to the school. They are my more representative of the local community than they are now—not in the kind of being at least in part elected to the community, but in that of inner with the problems, work of their children? Of course, the parents did have this quality, they might equally be alone those hopes.

There is no doubt that in parts of the country the implementation of Taylor would change the stultifying composition of governing bodies. In others it is likely to make virtually no difference at all.

## A level maths: common core agreed

Over the past 10 years the national trend towards coeducation has accelerated and begun to affect independent schools. With the Sex Discrimination Act 1975, a new element arrived—the Transitional Exemption Order, now an essential part of the change towards coeducation.

The "exemption" referred to in the order is from the requirements of Section 22 of the Act. This section makes it unlawful to operate a school if the proportion of boys and girls is not in fact, in recruiting to coeducational establishments, that is pupils or students cannot be of either sex in equal numbers.

## Boys' public schools that have a quota of places for girls may be breaking the law. Lucy Hodges reports.

Below: an explanation of the legal snag



# ...limited number of girls accepted...

From this term Framlingham's junior school is taking girls only. These will move up the school at the rate of up to 25 a year until the college has the resources to take 120 more girls, especially as head, said girls were being admitted because it was the right educational philosophy, not because the school needed more pupils.

Another public school which is to go coeducational next September is Rydal, in Colwyn Bay, Wales. This plans to phase girls into its preparatory school and to keep their number down to about one-quarter that of boys.

Legislation is being made in terms as a boys' public school in Suffolk begins to phase in girls under an order approved by the Equal Opportunities Commission.

Mr John Durrell, general secretary of the Headmasters' Conference, the association of the best known public schools, said he had received no queries on the matter from his members. He could see little advantage in a school applying for a Transitional Exemption Order.

Not contravening the Act, Mr R. W. Ellis said he took about 40 girls a year into the sixth form.

Members of the sub-committee, meeting at Bristol University last month, heard evaluation reports of two Government-sponsored pilot induction schemes begun in 1974 in Northumberland and Liverpool. Their recommendation on the national scheme will go to the full advisory committee for a decision.

## Ins and outs of being exempt

BETTY LOCKWOOD, chairman of the Equal Opportunities Commission, explains the law on going coeducational

When does a single-sex school become coeducational? There is no easy finite answer. Section 26 (1)(b) included as single-sex for the purpose of this Act establishments with pupils of the opposite sex whose numbers are comparatively small and whose admission is confined to particular courses of instruction or teaching classes.

The commission must, of course, satisfy itself first that a transitional exemption order is justified. If, for example, coeducation is being achieved by merging two schools of opposite sex, there may seem no immediate need for transitional discriminatory admissions (that is for artificially high quotas for either sex). Establishments would be wise to consult the commission whose specialists will readily give continued help.

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## Day release plan urged for probationers

A national induction scheme for all probationary teachers by 1981 is likely to be recommended next week by a sub-committee of the Advisory Committee on the Supply and Training of Teachers.

The scheme would provide for the equivalent of one day a week release for probationers to attend outside courses, observe senior colleagues and spend time with teacher-tutors.

Members of the sub-committee, meeting at Bristol University last month, heard evaluation reports of two Government-sponsored pilot induction schemes begun in 1974 in Northumberland and Liverpool. Their recommendation on the national scheme will go to the full advisory committee for a decision.

## Unions warned

The National Union of Students executive voted by 11 to 3 at the weekend to seek union approval to suspend from membership unions which deny democratic rights to Jewish students.

For a long time now a number of boys' private schools, especially preparatory schools, have taken a number of pupils or daughters of teachers. This does not in itself contravene the Sex Discrimination Act, but if schools do this and refuse to take girls who are not connected with the school, they act illegally.

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Manchester's RC schools have at last reorganized 10 years after the rest of the city's schools.

# How Manchester's Catholics took to the all-in creed

For a school barely five weeks old, St Thomas Aquinas is doing pretty well. There are some obvious shortcomings: the furniture in the junior remedial unit has not arrived; there are only 40 staff-room pigeon holes for staff of 72; a handwritten notice saying BOYS has been pasted over the doors on what used to be the girls' lavatories.

Generally, however, things now seem to be running smoothly. There is confidence about the future. "We are now here for better or worse, for richer or poorer," says Sister Sheila, the brisk and jolly nun who is the new headmistress. "Selection or not, I want to make this school as good as any of the others around, and I think we can give every bit as good an education as we did before—better in some ways. Everybody is very happy."

Until the beginning of this term the buildings of St Thomas Aquinas housed two very different schools. The Marist High School was a rather genteel, deliberately selective grammar school for girls, run by nuns, who had their own little campus on their modern site, set in a leafy suburb of Manchester within sight of the Pennines. St George's School, though only about a mile away, was a decidedly less elegant secondary modern for boys and girls.

They have now been joined together as part of the whole-scale reorganization of Roman Catholic secondary education in the city, a union which has not been universally welcomed. A 10-form comprehensive (though headed first form) intake now shares the old secondary modern buildings—designated the School—with the second and fifth years secondary modern pupils. The third and fourth years share the former Marist buildings with the former grammar school girls.

Of the staff of 72, 44 are new.

Most have to commute at least once a day. Some of the boys have to commute two for the time being. "Boys?", inquired Sister Sheila. "I like having them around. I have found them very enthusiastic. And much less studied in their reactions than the girls."

St Thomas Aquinas, 1, may part of a network of 12 or more 11-16 comprehensives and two sixth-form colleges that have replaced a complicated and divisive array of 24 maintained schools—five of them grammar schools—and a further five direct grant schools, predominantly single sex schools.

Six months ago, a local official told me he thought the operation of pulling things together was "the most burdensome and most complicated" he had ever been involved in. Recently, however, officials seemed to be breathing huge sighs of relief. A representative of the Catholic education authorities was even willing to give a cautious welcome to the result.

The parent bodies have been actively involved in preparing the reorganization," says Mr Norman Lewis, education officer with St. George's diocese. "They would recognize that the job that has been limited by time and resources—it's not a 'green field' reorganization where we could build where we liked, to the sizes we liked. But within its imperfections they are determined to make a go of it."

The sentiment of the non-Catholic schools in Manchester took place between 1963 and 1967. At the time the Catholic hierarchy national trends, and in 1964 set up a working party, by a series of more than 100 meetings it made little progress.

It was fair, the political climate in the city was constantly wavering and the complicated provision then existing—with some schools tied by the Diocese of Salford, some by the Diocese of Shrewsbury, and



St Thomas Aquinas High School (Upper School)

some by religious orders—needed skilful unravelling. In the early 1970s, with a Labour majority again on the education committee, the pressure increased. An added consideration was the birthrate realization that the falling number of Catholics would mean that in a few years the city authorities would no longer need to take up places in the Catholic direct grant schools.

By 1974 a plan was produced. This suggested transferring one school to a neighbouring authority, setting up three sixth form colleges and combining the others into mainly coeducational 11-16 comprehensives. Public consultation produced remarkable divisions and bitterness, but the essential message was clear: the number of sixth-form colleges was reduced; some of the original priorities were altered; a greater proportion of the new comprehensives became single sex schools.

No doubt alarmed by what was happening in the nearby authority

of Tameside, the Manchester education authority decided they would reorganize in less than a year. Most people say now that the time was too short by a couple of months. But a longer wait would have been unbearable.

The greatest single problem turned out to be redistributing the 700 teachers among the new schools. A joint staffing agency was set up, consisting of representatives from the board of governors of each school and five members of the education committee. It played a crucial role. "Of course there were setting that aside, the agency did a useful job as it could, I don't think it could have done any other way."

Many staff stood to lose their jobs — 26 existing heads had to be cut down to 12 (the new sixth-form colleges had reserved headships). As elsewhere, there were shortages in certain subject areas. Time began to run out. At St Thomas Aquinas, 1,200-pupils coeducational comprehensive.

The comprehensive side is

Nevertheless, the job was plotted in time. Teachers gave the impression of being settled down. In some of special titles (senior deputy or senior master) had been in use the demotions (salaries recommended a policy of not displaced heads and deputy from their old schools. But a displaced head said: "You can't not feel it."

Yet, so far out of the teachers only 20 have been satisfied enough to seek jobs elsewhere. "I don't think it could have done any other way."

Officially optimistic that the reorganization was over for a year or two. One example of the was given by a 25-year-old teacher who had been promoted from a Scale 2 post in a grammar school to head of music in a comprehensive until 1982. "We don't want to be here by our first year's CSE results—but I expect we shall be."

The comprehensive side is

continued from page 8

find a lot different," she said. "But the 'ordinary modern' streams I had achieved something if I have managed to keep discipline for the whole term. It's not that I think the reorganization is wrong at the moment. It's too early to tell any way—but I feel just like I did when I first started teaching. (The teacher who had been a head for 17 years said his first assembly as deputy head in the new school had been the most frightening experience of his teaching life. "I was shaking.")

All this had landed the new heads with the job of welding their new staff together. The 14 headships came into effect at the beginning of the summer term. This enabled them to arrange meetings with new staff members as they were appointed. They also took part in some of the number of courses arranged by the local authority, and were attached for up to two weeks to a county comprehensive school in Manchester or a Catholic comprehensive outside the city. This term, pupils started a day later than normal. Some went home early for the first few days.

There were needless delays. One head said that the planned telephone link between two parts of his school had not been installed after many months. Others reported difficulties in getting basic equipment like tables and desks. The changes have affected pupils, too, though not necessarily for the worse. Elaborate measures have been evolved to keep difficulties to a minimum; sixth forms will stay on for a few years, lower forms will also be kept temporarily in the new sixth-form colleges.

Many staff have been left to see out their last year in their old premises, though a decision to leave one small group of girls to stay in a new all-boys' school has been hastily reversed—in spite of protests by girls and boys.

Incidents like these still feed discontent in some quarters, but the general impression is that the reorganization will give greater opportunities to a greater number of children. "It really is a leveling up," said one senior inspector. Results, however, will not be apparent for some years. "You have got to give us time," said John Goggin, head of the 1,200-pupils comprehensive St. Matthew's. "One or two parents have already complained that we haven't fulfilled our promises—after only four or five weeks. At present we are only partly reorganized. In the first year—we won't be fully comprehensive until 1982. We don't want to be here by our first year's CSE results—but I expect we shall be."



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## 'Massive cuts' in meals service urged

Massive cuts in the school meals service are expected to bear the brunt of Shropshire's projected £840,000 education cutback next year. A subcommittee report recommends making 570 part-time assistants redundant at a saving of £220,000 a year. A 1p a day reduction in meals on each meal would save another £104,000, it says. The report, which says that teachers would be expected to do more lunchtime work, was considered at a special education committee meeting this week.

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## Tinkering with the curriculum not the answer, says don

Campaigns for the reform of schools have had little effect, either in the United Kingdom or in the United States. Teachers still teach the same subjects in much the same way as they have always done, according to Professor John Goodlad, of the University of California, who delivered the seventh Sir John Adams memorial lecture at the London University Institute of Education last week.

Comparing movements for curriculum reform in the United Kingdom with similar campaigns on the other side of the Atlantic, the professor said the emphasis moved in cycles from compassionate concern with individual development to distaste about supposed lack of attention to the three Rs.

Accusations of complacency of reform with ignorance about what actually went on in schools, he said. "The so-called curriculum reform movements beginning in the United States in the 1950s and fading in the late 1960s was based on little or no knowledge of what was then being taught or how time was being spent in the schools."

The recommendations for reform were equally devoid of knowledge about how proposed changes might be received and implemented. The current back-to-basics movement rests equally on an array of dangerously naive assumptions.

Criticizing the rhetoric of "back-to-basics", Professor Goodlad said it appeared to focus on reading, language and maths but paid little attention to the arts, social studies or the sciences. Instruction techniques were narrow, while discovery learning and team teaching were

## Parents back head's right to cane pupils

A primary head who refused to admit a child because her mother insisted on an undertaking that she would never be caned has been backed by nearly all the other parents.

Mr Henry Leckie, head of St Mary's Roman Catholic Primary, Guildford, sent a questionnaire to parents of the 138 children on roll asking them to indicate anonymously whether they should be an corporal punishment or whether discipline should be left to the school.

Of the 125 replies received by Monday, 120 were in favour of discipline. "Twenty added complimentary remarks about the school", Mr Leckie said.

Mrs Cathryn Heaven, who has been educating her daughter of four, said the week that she has accepted the place offered at another school—not RC—was proposed to give the assurance.

Society of Teachers Opposed to Physical Punishment, said she could envisage sustaining the home discipline of Zuleika until the child reached 11. She is not a teacher.

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# THE TAYLOR REPORT

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LETTERS

Save our youth service

Sir—We write on behalf of an executive committee to share with you and your readers a saga which we believe is of deep concern. Way back in May, the Department of Education and Science decided to extend a consultation previously limited to local authority associations in the voluntary associations who, together with the DES, form the Youth Service partnership.

Languages: aiming at the amateurs

Sir—The letter of mine which was published on September 23 (Stiffed by Language Exams) has generated so much interest, both in private letters and in public comments through your columns, that I would like to draw together some conclusions. Firstly I feel that my views on the over-academic nature of present A level courses appear to have been more than justified by Bob Doe in his article on September 30 (Boards out of Step in A Level Grading). In this article Mr Doe revealed that a survey of 1977 A level French examinations showed that an average candidate received a grade E pass with all GCE Boards except the AEB and Northern Ireland Boards where the average candidate received a grade D. This is a terrible indication of the present examination in which true rewards (good pass grades) are reserved for the very few who are likely to become linguists. Surely it is just as important to create a larger number of "amateur" linguists than to near the whole system towards the very few "professionals".

Figuring out success rates at 16-plus

Sir—In the correspondence about modern languages, are standards falling? (TES, October 24) Mr S. G. Richards made the statement that "the present success rate in modern languages at 16-plus is only a third of that of other major subjects". If Mr Richards's remarks refer to awards in GCE O level examinations I must point out that there is no basis in fact. The O level award rates of the Joint Matriculation Board can be regarded as typical of those of the GCE boards as a whole. If I may quote the percentage awards at Grade C or better, the JMB figures in 1976 for the three most popular languages were as follows:

Table with columns: Syllabus A, Syllabus B, French, German, Spanish, English Language, English Literature.

Why sixth forms make sense

Sir—As headmaster of a large comprehensive school I should like to express my concern and that of my staff in the latest glare of publicity being focused on the future education of the 16-19 age group. Some of the arguments used are very reminiscent of those which supported reorganization twenty years ago which have proved to be invalid. Obviously, some rationalization is necessary in regions where because of bad planning and declining population schools are unable to support a sixth form of sufficient size to justify the resources available. Nevertheless, there are scores of comprehensive schools which are giving the 16-19 age group an excellent education. My own sixth form numbers more than 300 and the students, like those in many schools, have studied from over twenty A level subjects, as well as having their disposal engineering work-shops (including a vehicle technology department), commercial art and craft facilities, and the usual music and drama societies. Changes will occur, but they should be effected in a calm and organized way so that the teaching force is not further demoralized in the process. A costly change to a system of 16 comprehensives will accomplish nothing if it is staffed by those who have lost their faith and sense of direction.



The Oxbridge enigma (cont)

Sir—The fact common to all statistics heralds those you have published recently (TES, October 14) concerning awards to Oxford and Cambridge for the last academic year; there is a diversity of interpretations and, it is difficult, anything can be proved by them. If the figures for independent and direct grant schools are combined and those for maintained schools put together, it can be seen that, in the latter category, there was an increase in the total number of open awards from 417 to 504, the largest increase being in awards to comprehensive schools. This was, in fact, one of 49, from 81 to 130. However, independent and direct grant schools increased the number of their awards from 895 to 976, a total of 78.

False impressions

Sir—In the TES of September 30 Arisides quoted a remark which I made at the Headmasters' Conference. It is clear from comments which have since reached me that, for a number of reasons, the quotation gave a quite false impression of what I wanted to say, and I should be grateful if you would allow me briefly to put this right. This remark was made from the floor in support of a suggestion in John Dancy's paper that teachers in independent schools should join subject associations. This is something which I, as a linguist, feel strongly about. In particular, I think it a pity that so few language teachers from independent schools attend the annual JCLA conferences. This is the context in which my remarks have to be understood. The JCLA administrator Nuffield physics (main subject) in Nuffield physics, he may say, it the following November, I candidate fails in Nuffield chemistry, but if he fails in Nuffield physics-chemistry he cannot in any way take chemistry section.

Partly science, totally confusing

Sir—There appears to be a anomaly in relation to the O-level subject physics-chemistry. It is available as a national subject in the summer exam—the section administered by the University section by the University Board. These boards administer Nuffield physics (main subject) in Nuffield physics, he may say, it the following November, I candidate fails in Nuffield chemistry, but if he fails in Nuffield physics-chemistry he cannot in any way take chemistry section.

Job hunters beware

Sir—Arisides says "Break Cover 14) that with British Council jobs, the applicant is well advised to offer a work of advice to readers who may be led by this?" For most British Council jobs, the Council acts as the agent, not the employer, and is thus in the best of the recruiting school or college and subject to delays on their part. I was recommended by the Council for a post in Colombia on May 15, but the Council did not inform me that the school had accepted my resignation by May 31, and I had to withdraw. LEA jobs are offered subject to contract—usually for a term. With all this, it bears in mind that an offer of a job is quite likely to fall through before the contract is signed. I am sorry of British Council jobs. PETER REID, Church Lane, Avington, Lydney, Glos.

Cash register

Sir—Regarding Mr Terry Casey's letter about the membership of the NAS-DET (TES, October 14), I am, as a member of a small union as well as represented on Burnham (PAT), rather more interested in what he leaves out than in what he says. He speaks of "members on file" who are "serving teachers", but does not indicate whether all 96,382 are fully paid up "members". I agree that this is a point that should be clarified. PERNIS MCKINNON, 27, Station Road, Sandiford North, Cardiff.

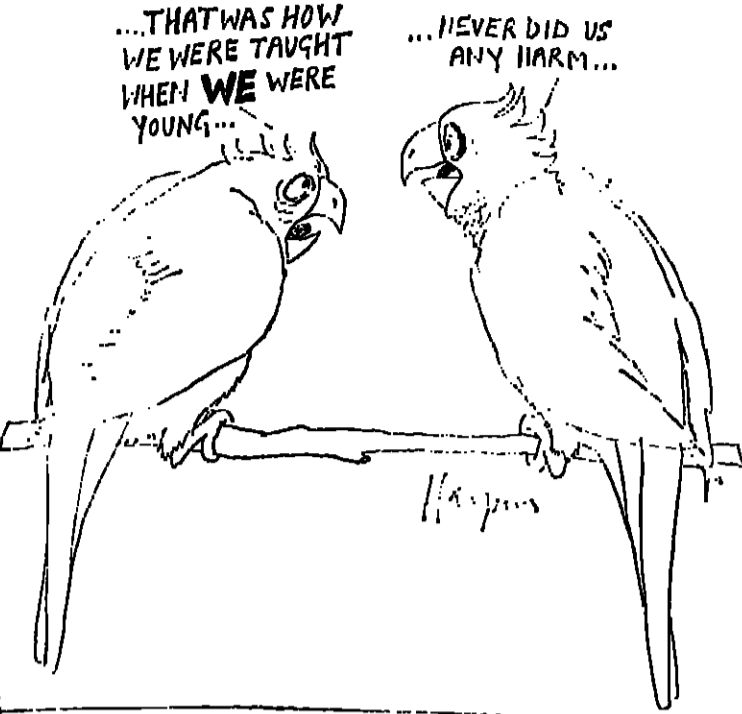
Life line

Sir—In her book review (September 30) of Richard Adams's new book, Naomi Mitchison reveals to us all her unwhispered assumptions about the meaning and purpose of human life. All it apparently permissible in the sacrifices to the great god, science. Cannot she see that Richard Adams is saying that we have sacrificed ourselves to our productions, and cannot she see how he is trying to free us from this tyranny? P. A. MCGROGAN, 8 Menville Road, New Brighton, Merseyside.

LETTERS

Sinister side of state assessment

Sir—It is difficult to know whether Tom Marjolan is being naive or disingenuous about the intentions behind DES Assessment of Performance Unit ("Patience rewarded", October 14). Starting from a curriculum model which is capable of being all things to all men, there can be little doubt that centralized DES curriculum control, whether by accident or design, is the only logical outcome of the whole enterprise. We are assured by Tom Marjolan that "the chance of back-curriculum will be low indeed". This is not the thinking of the 1970s. (It is not the thinking of the 1970s, but was originally a teacher of dead languages.) Mathematics, Latin, and the sciences will be inhibited in their response to changing circumstances and the existence of APUs. Test instruments will be devised which concentrate upon the processes or skills or observations, pattern-seeking exploration for hypothesis-construction, practical skill experimentation, communication, application and "open mindedness".



Turned off by political antics

Sir—You report (TES, October 14) that the DES is considering a grant of £50,000 because the Prime Minister is deeply worried about the increasing alienation of young people from the political parties. There is no need to mount an expensive inquiry. Young people are disenchanted for the same reasons as their elders. If our political leaders will simultaneously stand on their heads, face both ways and make sharp about turns, they cannot expect to be taken seriously. These antics are well illustrated by your reports on education from the recent party conferences.

Tongue tied

Sir—Eighteen months ago our large, inner urban, multi-cultural, social priority area comprehensive school assisted NFER in the re-organizing of which was a personal tongue/dialect, as well as standard English. The work so far carried out has made us realize that the project has enormous implications, many of which we are not capable of exploring, owing to a lack of expertise as well as resources in the field of linguistics. Thus, I write, in a plea to your readers, for any help or information they might feel able to give us to further our work. ROBERT CALLAGHAN, George Salter High School, West Bromwich.

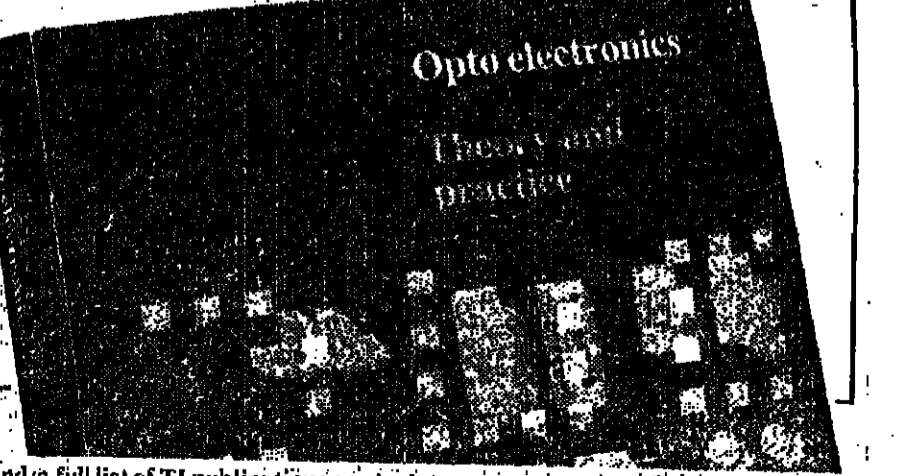
Key role for computing course

Sir—Mr Davies in surveying the tasks facing the new BEC/TEC committee studies committee, omitted an important perspective. The computer studies has been extremely successful and is established as both a route to a career in computing and as a qualification which is recognized for entry to further courses—a polytechnic diploma course and, after experience, to masters degrees. It is important that this qualification is preserved in any new structure, together with its normal recruitment from school leavers with at least one A level. Furthermore, departments like my own are anxious to preserve the close links which exist between the HND and the degrees we offer. Some excellent graduates have joined the polytechnic initially to study HND and on completing the first year with excellent results have transferred to the second year of the BSc or BSc Hons degree in computer science. This close relationship of standard and curriculum allows us to transfer students between the courses and thus match the course to their abilities. D. E. CONWAY, Head of the school of mathematics, computing and statistics, Leicester Polytechnic.

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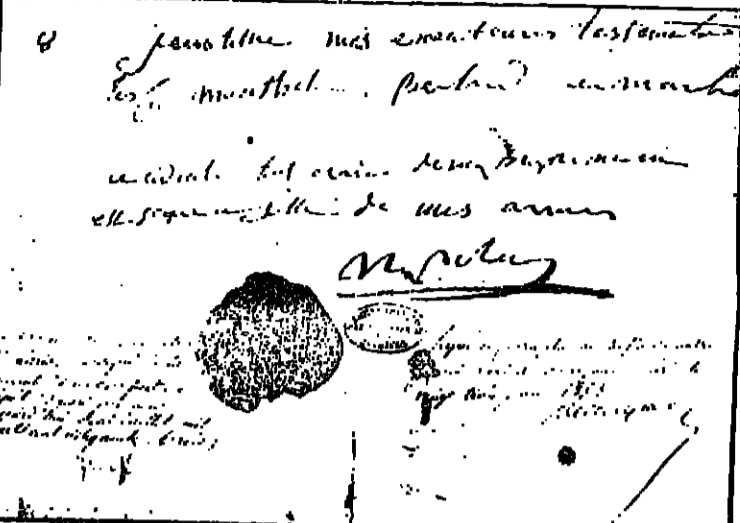
22 Books/History/Politics

Last will and testament

Charles Stuart-Jervis

Napoleon: Man and myth. By R. Ben Jones. Hodder and Stoughton £2.45. 340 175x55 9.

My earliest encounter with Napoleon was through... Through his eyes I saw the little emperor as an object of veneration...



Any attempt to separate the man from his myth is a momentous enterprise, a most hazardous undertaking...

In the attempt to cover so vast a canvas, to be as objective and precise as possible, there are inevitably pitfalls...

Yet, overall, the folios, the great enterprises and the great mistakes, are superbly well handled.

Behind the walls of Derry

Tom Corfe

The Narrow Ground: aspects of Ulster, 1609-1969. By A. T. Q. Stewart. Faber £5.95. 571 103x25 1.

The Development of the Irish Town. Edited by R. A. Butlin. Croom Helm £6.95. 856x4 489 7.

"The City of London-Derry is now compassed about with a very Strong Wall, excellently made and neatly wrought"

In these two books they play their differing roles. Dr Stewart is concerned with their symbolic and mythical significance.

Sadly, both sides have neglected Horace Plunkett's advice that Englishmen should remember Anglo-Irish history...

lish memory and at the same time demonstrate to Irishmen how Henry VII, and Henry II, laid by folk-moys...

For the geographers whose writing appears in The Development of the Irish Town, Derry's walls are a part of the form and function of a planned town of Renaissance appearance...

They are mostly reduced to writing, but it remains true that their commands directed the actions of men and women in ways no unimaginative person would have suspected...

And shall Trelawny die?

Michael Trend

Trelawny: The Incredible Romantic. By William St Clair. John Murray £7.50. 719x 34x4 0.

John St Clair, editor of Trelawny's Adventures of a Younger Son (Oxford University Press, 1974) has very skilfully reconstructed, in his own amusing style, the life of this more-than-Byronic figure...

He was the essential Romantic hero to himself. He was a man larger than his own life; Mary Shelley expressed a widely held view when she said of him that he had the "rare merit of interesting my imagination."

Trelawny's long life saw him as the man who, a "volunteer first class," missed the Battle of Trafalgar by only a few days; who snatched the heart of Shelley from his funeral pyre...

One is obliged to halt for breath before considering the many vivid and untrue details that Trelawny himself added to a life that none could call colourless.

Strike!

Robert Parker

Grainwick. By Joe Rogaly. Penguin 80p. 14 052 127 1.

The first of several books promised on the Grainwick dispute has now appeared. Put together at breakfast on the flight to London, the editor of the financial Times, Crumwick is published at a time when no end of the 14-month-old dispute is yet in sight...

Mr Rogaly's sympathies are with the strikers and the men. His account promises to reveal much about what made him take his determined, some would say obtuse, stand not only against one particular trade union but against the underlying attitudes upon which industrial relations are now mostly conducted in Britain...

Hawk or dove?

Hilary Finch

"I have come hearing at a branch and a freedom fighter's new Night before Christmas—Do not let the olive branch from my hand."

Mr. Hertz's sympathies are with the strikers and the men. His account promises to reveal much about what made him take his determined, some would say obtuse, stand not only against one particular trade union but against the underlying attitudes upon which industrial relations are now mostly conducted in Britain...

Mr Rogaly covers much of this latter area from the transcript of the July Court of Inquiry headed by Lord Justice Scarman, which involved interviews with George Ward, and other central figures. Although Rogaly concludes that the stand of the union involved was justified, he argues that its lack of success can only be blamed on its refusing to allow its rights to be enshrined in statute.

King and country

F. R. H. Du Boulay

Professor David Douglas's book William the Conqueror (£3.50) gathers up the harvest of a lifelong study of an age when few men could read or write...

Two more books on medieval history have recently been issued as Longman paperbacks. King Langman, by R. H. C. Davis (£2.75) includes maps and tables of early and early-dates, sources, etc. while B. Wilkinson's The Later Middle Ages in England, 1216-1485 (£4.50), first published in 1969, traces English society from "Manor and Vill" to Wyclif.

Five hundred years later Henry VIII ruled a kingdom where writing was not rare but superfluous. The chroniclers had failed off, literature had hardly begun its new flowering, and the bulk of historical source-material is legal and fiscal. This has suited the austere intellect of Professor Chrimes, who in Henry VII (£3.50) concentrates on the standard "trivialities and hackneyed anecdotes"...

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Across the shires

Rosemary O'Day on local history

In his introduction to Essays in the Social and Domestic History of South Yorkshire (South Yorkshire County £2.50), Sidney Pollard sums up neatly the difference in approach to history of those who think local history important and those who do not...

These to whom history means the playing out of local politics, the doings of ministers, courtiers and members of Parliament, and to whom the historical figures are those who strut and glitter on that public stage of a corner of London are right to disdain the record of South Yorkshire... [But] there are other ways of looking at what is of real significance in history than to charter the doings of that small number of men who, in every age, wrest more than their share of power and wealth from the community.

The professional historian who expresses interest in the regions today, therefore, is not regarding the history of a locality as light relief after the study of high politics, as many would have it. He is pursuing a way of establishing how the "unimportant 90 per cent" lived, but as a vital source of information for the understanding of national and international developments. Yet the term "local history" still carries the stigma of mere antiquarianism or, more seriously, amateurism in professional circles. A local historian is always at pains to justify his aims, ideas and methodology in a manner which is generally expected of the political historian. Perhaps this is inevitable in that so much "local history" is still produced by amateurs and antiquarians. This volume of essays on South Yorkshire, edited by Sidney Pollard and Colin Holmes, does not pretend to present a narrative history of the region. The book contains 17 scholarly and analytical essays by professional historians on key issues in the local history of the region, but it suffers from some of the defects of the genre of essay volumes: it is not a narrative history and some topics of importance are inevitably neglected. But it also demonstrates some of its virtues. Using the skills, interests and energies of a group of scholars it was possible to write a more detailed, critical and rounded study of South Yorkshire than any one man, however eminent, would be likely to produce. Four volumes of the History of Lincolnshire (History of Lincoln-

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Among this week's contributors F. R. H. Du Boulay is Professor of medieval history at Bedford College, University of London. Anthony Locke is a schools adviser for Leicester secondary schools and is also a lecturer in social studies at Bedford College, London college of education. Adam Roberts lectures in international relations at the London School of Economics. Charles Stuart-Jervis is headmaster of Abbey Wood comprehensive school. Colin Ward is environmental education officer of the Town and Country Planning Association. Seamus Hegarty is a research officer with the NFER. John Gribbin is the author of Our Changing Planet and White Holes.

When I'm 64

People not "Pensioners" Help the Aged, 75p Dover Publications, 181 Madison Ave, New York, N.Y. 10017. London W1A 2AP. 75p. 0953528 1.

Children's literature

Post early...

Virginia Makins

The easy way out for a children's book publisher at Christmas is to get new pictures for an old favourite. This autumn brings a new Night before Christmas—The Night before Christmas, by Clement Clarke Moore, illustrated since Yasser Arafat spoke by Eliza Trimby (Benn £2.50). This is the only book in the series. All the more reason for libraries and bookshops to get it now. It is a book about the background by reading the text and the illustrations, and the illustrations are full of Edwardian vigils and domestic details, and the illustrations are full of Edwardian vigils and domestic details, and the illustrations are full of Edwardian vigils and domestic details.

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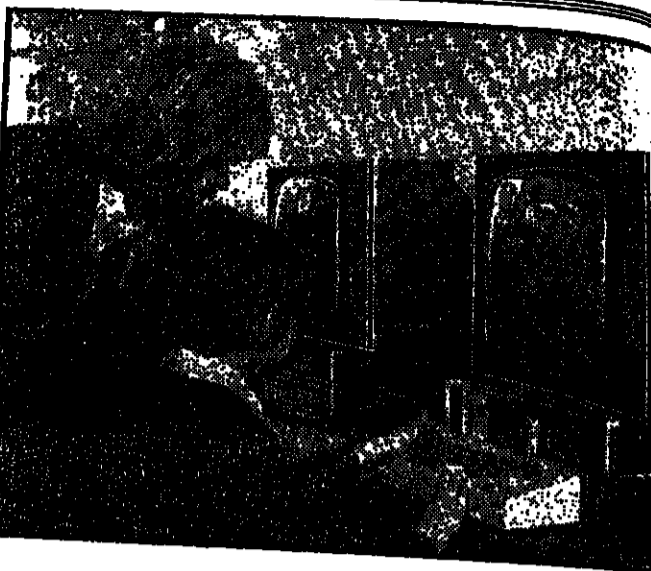
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Screen tests

BETKA ZAMOYSKA on an audio-visual system for remedial teaching



"I suppose you could call this the front end of a computer system," said Alan Carter, a teacher at Prince William School, Oundle, pointing to four television sets, "but the good thing about this device is that it doesn't need a computer at all."
The secondhand television which have been bought for £5 a set, are being used for audio-visual remedial teaching and they form part of a system, devised by John Sanderson, a computer specialist.

"At the moment we're just trying out some basic programmes to see how they work," said Tim Ensor, remedial teacher at the school. "We're using the televisions for simple audio-visual exercises which demand the minimum of reading and writing skills. All the instructions are spoken and the pupil can press a button on the keyboard to indicate his answer."

So far the system can only provide individual tuition for four pupils, but the number of "pupil places" available is soon to be increased to 16. Each pupil place consists of a television set linked to a stereo tape deck and keyboard. The teacher prepares his material by typing on the keyboard: the typed characters appear on the television screen.

When he is satisfied with the frame, he transfers the information on to an audiotape cassette which can be used on a standard domestic screen when the information is being recorded so the teacher can stop the recording from the keyboard. He is thus able to fit his voice over onto the second track of the tape at the same time as the visual information is being recorded, so that the sound-track is synchronized with the screen. In this way materials for the programmes can be stored in a compact form and they can be edited to suit individual teacher needs.

"My programmes are based on a straightforward multiple choice principle," said Tim Ensor. "The pupils' responses can either be recorded and then checked with the teacher or written down and checked by the pupil himself with the help of an answer book. Recently, I have been working on spelling mistakes that have often been made by my pupils."

He switched on one of the televisions and the following instructions came up on the screen, together with a spoken commentary which accompanied the written words: "Without a computer the whole

"You will see on the screen a number of sentences which need completing. Study each sentence, choose the right word. Press the number of the word which you think is correct. Press button A to carry on."

An example was given to show how these instructions should be carried out and then the following exercises appeared on the screen:
A—"I wish I had a bug of: 1, Crisps; 2, Crust; 3, Crest.
B—"Tom can: 1, Grump; 2, Stump; 3, Jump... up the step."

This type of exercise, with slight variations, was continued for the rest of the programme. "The pupil can work at his own speed and start/stop from the keyboard," said Tim Ensor, "so those who are able to can work through the whole programme quite quickly; it shouldn't take more than about half an hour to complete."

As well as writing the answers on paper, the pupils' responses can be made by typing answers on the keyboard which then appear on the screen; these can be recorded on a stereo tape deck. Re-tape can be played back on to the screen for visual inspection by the teacher. The tape can also be recorded in a form which can be marked by a computer.

Prince William School is hoping to use their Elliott 903 computer for this purpose so that their teachers are spared the drudgery of marking and they can spend more time on analysing the particular learning problems of each pupil. Without the aid of a computer, the system itself can mark simple responses, for example: true/false, yes/no. The processing is done by a central control unit which handles four pupil places simultaneously. Its function is to take in information from the keyboard or tape recorder and put it up on the screen or to transfer it to the tape recorder.

It can handle four different programmes simultaneously and has the capacity to take in four different sets of binary responses. An interesting feature of this system is that and lower case letters which are particularly necessary for remedial English work.

The system is quite cheap to set up, said Alan Carter, head of the media department, who is responsible for establishing the system at Prince William School. "The total unit costs £500, the tape deck £55, a single-track £20; secondhand televisions cost £5."

"The keyboards are quite simple. Ours have been built by a sixth-form pupil at the school. Some of our boys have got the same layout as a writer but others are in alphabetical order to help students who have problems with sequencing."

"The only advantage of the system, with a computer is that it can be programmed to direct the student to a supplementary set of exercises if they make a particular type of mistake. It also has an important role to play in future developments."

"We hope to make a number of additions to the system quite soon. We are planning to incorporate a graphics unit so that diagrams can be drawn on the screen and to expand the keyboard unit to a complete microprocessor, keyboard, screen and tape deck becoming the input/output for the computing facility. Enabling groups of pupils to take data processing for computer studies. It would also give us the capacity to undertake more sophisticated teaching programmes."

In order to build up a comprehensive library of tapes, Prince William School is combining with five other schools in the area which will be equipped with similar systems so that they can work together to produce a wide variety of programmes, particularly in subjects such as remedial English, maths and languages.

John Sanderson has already contacted several other local authorities in his system. "The whole point of this method is that it can be used by teachers of any subject and can be adapted to suit their needs. It doesn't need a computer expert to work the machines, anyone can learn how to use them. It is hoped that other teachers will visit Prince William School to see how the whole thing works and then set up their own system with other schools in their area."

EXTRA

Mathematics—work in progress

Basis for discussion

J. V. Armitage introduces the first three books to be produced by the Schools Council Project: The Mathematics Curriculum (11-16)—A Critical Review

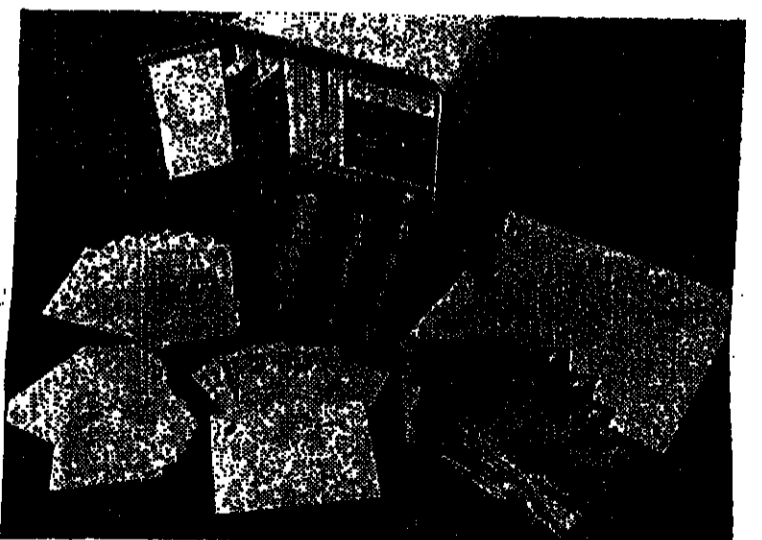


This autumn sees the publication of the first three books to be produced by the Schools Council Project: The Mathematics Curriculum (11-16)—A Critical Review. They will be published by Blackie under the series title The Mathematics Curriculum. This project was initiated by the mathematics committee of the Schools Council as a result of letters received from teachers asking for guidance on the vast amount of new maths literature which was produced for schools during the 1960s. The project was set up in 1973 and was based on the Shell Centre for Mathematical Education at Nottingham University. It was felt that teachers would welcome these books as a basis for constructive and critical discussion of the content of the school mathematics curriculum. Moreover, while the choice of syllabus, books, materials, methods and presentation belonged properly to the teacher, the range of choices was so extensive as to make well informed decisions, consistent with professional integrity, well nigh impossible; so that any advice implicit in these books, far from detracting from the teachers' role, would rather establish it. It is clearly undesirable that

teachers either become committed to a package depending on one series of texts or choose to follow only the more familiar syllabuses, with corresponding boxes of one kind or another; but to select material from a variety of sources becomes a difficult matter requiring wide horizons and good judgement. The fundamental aim of the project, therefore, was to help teachers to perform their own critical appraisal of existing maths syllabuses. Such an aim is still inadequate. It was never intended to provide only a review of mathematical literature and apparatus, for an exercise of that kind would be obsolete before the material published. Instead, the project was conceived as a contribution to in-service training. It is hoped that these books will be of use both in initial training and in post-experience work, especially that undertaken in small groups, and that they will be helpful private reading. Although the project was not intended to be an exercise in curriculum development, it was almost inevitable and certainly desirable

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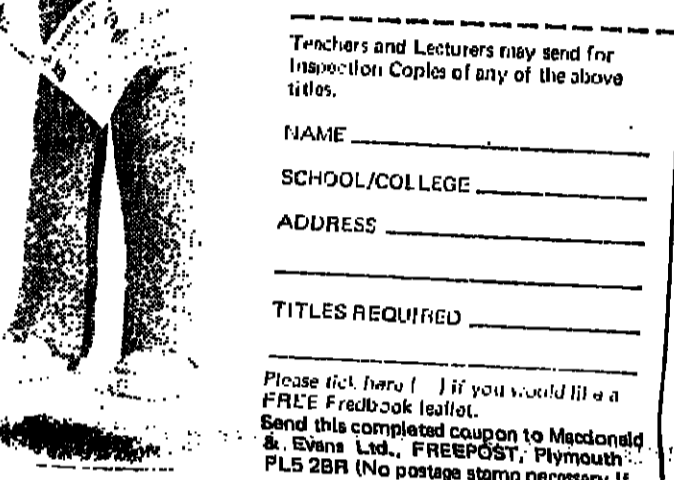


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continued from page 36

and produce learning materials. Within these groups discussion has gone on about objectives, types of activities, how to present information, the problems of designing materials to attract children but not confuse them, the problem of cost, and so on.

Once a final version has been agreed, the editor can then negotiate the material through all the time-consuming procedures of representing, design and printing. Being a cooperative, enough material can be produced to make the use of outside printers a feasible operation, and a sales policy has been established whereby teachers can buy as little as a single worksheet. They can choose which items they need from a large bank without having to buy someone else's pre-packaged selection.

But production of materials is not enough. However, the materials are, if they are not used efficiently, the children will not benefit. So at the unit an experimental classroom has been set up and a class of children come from a local school for one morning each week to be taught by the unit staff. By experimenting with this class, a basic system of classroom organization has been developed that uses a more resource-based approach to learning.

Work has been done in this classroom on types of furniture and storage, coding of materials, record and contract systems, individual programmes of work, group activities and so on. Teachers have been able to book a visit to this classroom and see the class in action, and after the visit the editors have been able to modify parts of the system to make it more appropriate for the particular school.

After two or three weeks the teacher is able to take over. The teacher to keep materials and carry on for the rest of the half-term. So with little inconvenience and no cost teachers can experiment with resource-based learning with their own classes. If they decide to make it a more permanent feature of the way they teach, then further support from the unit exists in the form of further discussion about materials

## A down-to-earth challenge

Thomas M. Linton on the Moray House project in economic education for 11-12 year-olds

Any project whose aim is curriculum change or modification must naturally expect a sceptical reception—if only for its novelty. During the past few years Moray House College has launched such a project in economic education in certain selected primary schools at the 11 and 12-year-old age level. The inclusion of this “new subject” in an already heavily stretched curriculum requires substantial justification. The two principal reasons for this change in curriculum content are these:

Environmental studies, which was ushered into Scottish primary schools with the publication of the Primary Memorandum, has not performed its functions adequately. In chapter 2 that publication identifies the influences that brought it into being.

The scientific and technical revolution changing the most lives of modern men and women. New inventions and techniques are revolutionizing most branches of trade and commerce, the operations required of individual workers are becoming simpler as machinery grows more complex ... the demand for one particular area may cease as another elsewhere supersedes it. ...

To an increasing extent, the need of our present-day society is for men and women who are capable of adapting themselves to changing tasks and problems. ...

Another feature of modern living which presents a challenge to education is the increasing amount of leisure in the lives of most adults. ...

These forces may have been the challenge that gave environmental studies life but it has not developed effectively to meet these twentieth-century needs. It is contended that a “subject” it lacks coherence, what might be regarded as worthwhile content, is educationally sterile.

Second, it is argued that by focusing the pupil's attention on the economic and social facts of life the pupil will make sense of environmental studies. Pupils will through involvement in practical problems about which they will

### The Mathematics Curriculum

A Schools Council Project

The Mathematics Curriculum is an important evaluation and development project based at the Shell Centre for Mathematical Education, University of Nottingham and sponsored by the Schools Council.

The mathematics teacher today faces a daunting array of literature and apparatus which makes well-informed decisions about syllabuses, methods of organisation and presentation, books and other learning materials very difficult. This series provides a range of surveys of the mathematical topics central to the curriculum generally taught to 11 to 16 year olds, thereby helping teachers to make critical appraisal in the context of their own needs and situations. School mathematics departments will find the series invaluable, as will those involved in the initial and in-service training of teachers.

The titles in the series are:—

- Geometry £3.75
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- Eleven to Thirteen
- Mathematics in the World

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## Sturdy growth

B. N. Love on the City of Birmingham Structured Mathematics Scheme

Faced with a serious shortage of specialist maths teachers in 1969 the City of Birmingham appealed to the existing teachers for help. On paper, there were enough qualified teachers to satisfy the pupil-teacher ratio broadly speaking but there was a definite shortage of maths specialists in the secondary sector. A group of well-experienced maths teachers soon got together to form specific working parties to look at various areas of the secondary syllabus with a view to preparing practical schemes of work.

It was obvious from the outset that qualified but non-specialist teachers would be called upon to teach maths for quite a long period in the foreseeable future and equally obvious that maths materials had to be structured so that teachers who had little or no experience of teaching maths could make use of the material to their own and to their pupils' advantage.

Early planning was ambitious in an attempt to cover a general two-year syllabus plus a content scheme for CSE and GCSE candidates (these were pre-ISA days). The intention was to make up teaching packs of a form which could be distributed to secondary schools requiring help so that the packages could be used by the non-mathematician, basic instructions being provided in an accompanying teacher's booklet.

The small but willing band of Birmingham maths teachers who launched the project had no model to work from and they set about “learning the trade”. Programmed learning was quite the “in thing” of the day and seemed an obvious solution to the simple preparation for maths packages at the various parties of teachers attended crash course at the County Programmed Learning Centre, in Hertfordshire, during which time they started to produce their own structured Mathematics Scheme which was born and has been directed ever since by Peter Hamsphere.

In its early days as it was, as many of the teacher-based projects, a lot of encouragement and indulgent support by the city's staff inspector forthcoming for a modest beginning and a sturdy growth ever since!

Some packages soon proved to be unwieldy and not very popular or even useful, especially where an attempt had been made to programme learning software.

However, many packs were successful and the project had at least been regarded down by pilot schemes and evaluation exercises. And the non-specialists did realize that somebody was taking a serious interest in their plight.

Early disappointments served only to spur on the teams of writers, and the non-specialist teachers, who were specialists in the city's secondary schools and the formula for writing down-to-earth work-sheets, structured for the capabilities of the children and the non-specialist teacher, soon evolved, almost empirically.

Packages were more compact, limited to simple topics with worksheets designed on a self-paced basis and containing full sets of answers so that children could mark their own work. A check factor and feedback supervision being an integral part of the package design.

With the establishment of permanent quarters for the Structured Mathematics Scheme (a disused primary school—where else?), the employment of a part-time secretary and the acquisition of an electronic duplicator with paper production was well under way by the end of 1971.

Distribution to schools in 1971 on a limited basis saw 123 packages issued to 28 of the city's secondary schools and by 1976 1,020 packages were issued to assist in no less than 62 schools.

These figures should not be interpreted as a general worsening of the teaching situation vis-à-vis non-specialist maths teachers but rather as a measure of the runaway success of the scheme. Teachers who were already mathematicians found the

continued from page 34

attempt to make informed decisions. The Moray House Economic Education Project, therefore, attempts to work within the fabric of environmental studies within which it develops a set of economic concepts over a two year period. The major aims of the schemes are:

Develop an awareness in the pupils of a widening spiral of basic economic concepts — through “doing or solving” — not just through reading and listening. Enable pupils to appreciate the widening range of adult roles (as consumers and producers of goods and services) and of adult problems whenever possible in real life. Encourage pupils through the use of enquiry techniques, to make simple judgments and to inculcate habits of systemic investigation. Assert and enrich social maturation through an understanding of adult society.

Over two years pupils have been introduced to the following economic ideas: Primary VI: The starting point is a person's wants, clothing, shelter and leisure and the importance of making rational choices. These basic needs-wants are satisfied in return for money of exchange. Money acts as a medium of exchange, a standard of value. Money values are recorded. Money incomes are earned through the provision of services and goods, and rewards for labour are determined by a number of different factors. The emphasis at this level is, therefore, upon consumption, distribution and exchange.

Primary VII: Supply and demand factors are analysed. On this side, factors of production are explained, and on the other side income levels and also analysed. Specialization in occupational and personal levels.

Finally, international trade and concepts such as balance of payments are dealt with. In all the above areas there is a comprehensive glossary of economic terms and pupils are expected to cover these and whilst testing procedures are measured.

The overarching aims dominate these objectives:

That all wants for goods and services cannot be satisfied, and there is a need for choice-making at personal, local, national and international levels.

That pupils are a mistake to think of a whole “new subject matter” as geography and arithmetic will all perform important functions in articulating the basic economic concepts.

For the teacher with a historical bent concepts such as specialization, trade, transport can be dealt with in chronological order and

## EME Early Mathematical Experiences

Addison-Wesley for the Schools Council  
Project Directors: Geoffrey and Julia Matthews

Young children need a great deal of practical experience before they begin to learn mathematics in a more formal sense. Early Mathematical Experiences meets these three basic requirements:

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For in-service and teacher-training purposes, there is also a slide pack containing 30 transparencies, and a one-hour video tape. EME will be invaluable to infant and first school teachers, playground leaders, and all those concerned with the education of the 3-6 year old child.

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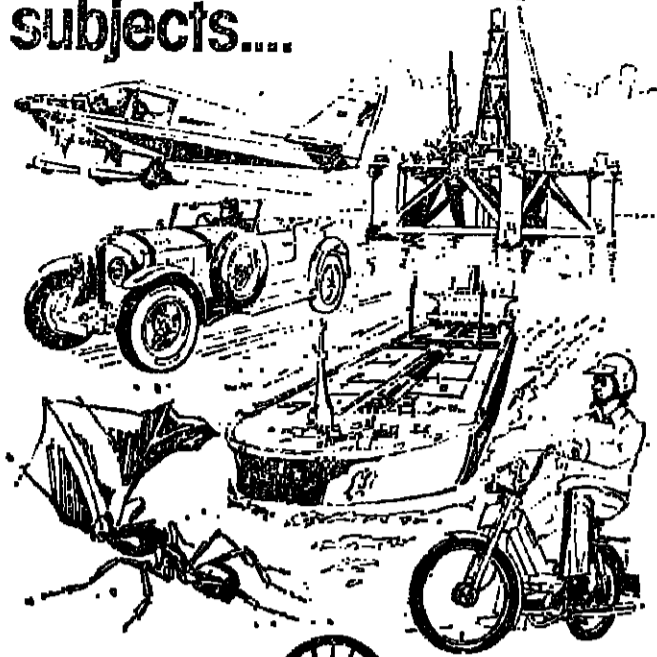
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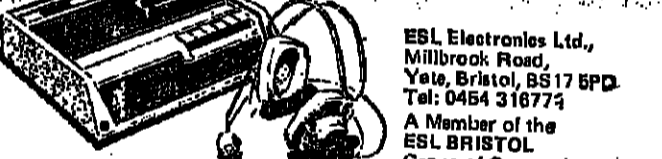


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38 Resources



From "Cave Men and Hunters."

Pre-history from the old school

by James Brownlich

Living Before History. By Marie Neurath. Three filmstrips: Cave Men and Hunters; Farmers and Craftsmen; Travellers and Traders.

These three filmstrips, reissued as a combined series which is also available in slide form, are aimed at the younger junior age range.

The third is by far the most successful. The potential of a filmstrip to illustrate a process, such as how tracks developed through hunting patterns controlled by geographical features like a river to be crossed, is well shown in a series of five slides.

Picture prompts to thought

by Paul Turton

What Would You Do? The Question Why? Farmington Institute, 4 Park Town, Oxford. £2.50 each kit.

Each of these two new teaching kits from the Farmington Trust consists of three black-and-white posters (40cm by 60cm) with an accompanying sheet of "Thought Starters".

Unit One, What Would You Do?, contains two classic neighbourly situations. One is a girl's reaction to the plight of an old lady with parcels, hacketed but relevant, and the other is the varying attitudes taken by passers-by to an injured boy in the roadside.

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Table with columns for Appointments vacant, Nursery Education, Primary Education, Secondary Education, Deputy Headships Senior, Remedial Posts, Art and Design, Commercial Subjects, Domestic Subjects, Economics, English, Geography, History, Mathematics, Modern Languages, Music, Pastoral, Physical Education, Religious Education, Science, Social Studies, Speech and Drama, Technical Studies, Other than by Subjects.

Table with columns for Deputy Headships Senior, Master/Mistresses, Modern Languages, Music, Physical Education, Other than by Subjects, Colleges of Further Education, Heads of Department, Other Appointments, Colleges and Departments of Art, Polytechnics, Universities, Fellowships, Studentships and Research Awards, Colleges of Higher Education, Colleges of Education, Adult Education, Community Homes and Associated Institutions, Youth and Community Service, Overseas Appointments, Administration, Local Education Authority, General, Educational Psychologists, Examiners, Librarians, Ancillary Services, Miscellaneous, Outdoor Education, English as a Foreign Language, Appointments wanted, Other classifications, Educational Courses, Awards and Scholarships, Personal Announcements, Exhibitions, Entertainments, For Sale and Wanted and Postal Shopping, Holidays and Accommodation, Home Exchange Holidays, Properties for Sale and Wanted, Typing and Duplicating.

Nursery Education

HAMPSHIRE WIMBORNE HOUSE NURSERY SCHOOL. Headships.

Other Appointments. EGYPT. Nigara TEACHERS required.

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ilea Inner London Education Authority For teaching posts in Inner London See page 49

Redbridge London Borough The London Borough of Redbridge is a pleasant residential area in North-East London with easy access to the West End and the Essex countryside.

Head Teacher CHRISTCHURCH INFANTS' SCHOOL Welleley Road, Ilford Group 5. No on roll 220

Head Teacher ACACIA NURSERY SCHOOL Cecil Road, E11 (Re-advertisement) Required Easter, 1978

Head Teacher Waltham Forest London Borough of Waltham Forest





SOMERSET COUNTY COUNCIL

BISHOP FOX'S GIRLS GRAMMAR TAUNTON

Currently 11-18 with 963 on roll, but becomes one of five 11-16 schools serving the area upon re-organisation of secondary schools in September, 1978.

HEAD

Application form and details (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton. Closing date, Monday, 7th November, 1977.

COUNTY OF NORTH YORKSHIRE

BEDALE SCHOOL (GROUP 9)

Applications are invited from suitably qualified men and women for the appointment as

HEAD

of this coeducational comprehensive school for pupils aged 11 to 16. The post falls vacant on the retirement of the present Head on August 31, 1978. The school, which serves the market town of Bedale and the surrounding rural area, has a roll of about 700 pupils and is accommodated in modern buildings with playing fields on site.

THUROCK AREA

Torella (Comprehensive 11-16 years) School, Buxton Road, Little Thurrock, Grays (Roll 1205) Group 11

Head

for this school with effect from the beginning of the Summer Term, 1978. Closing date: November 18, 1977. Application forms and further particulars of this post may be obtained from the County Education Officer, PO Box 47, Market Road, Chelmsford.



headship

Eckington School-Group 10

Applications are invited for the Headship of the new 11-16 Comprehensive School which will open in September, 1978, with an expected 8 form entry intake. It is hoped to appoint a Head from the beginning of the summer term. Eckington is on the NE border of the county six miles NE of Chesterfield.

Scale 1 Posts

Application forms and particulars (S.A.E. form, please), from the Director of Education, County Offices, Mallock, Derbyshire, DE4 3AG, returnable by November 11, 1977.

DERBYSHIRE County Council

SECONDARY Deputy Headships continued HUMBERSHIRE EDUCATION DEPARTMENT

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LONDON BOROUGH OF ENFIELD EDUCATION COMMITTEE ST. ANGELA'S R.C. SCHOOL FOR GIRLS, Oakthorpe Road, Palmers Green, London N13 5PY

HEAD TEACHER

Applications are invited for this post which will become vacant in September, 1978. This School is the Upper Tier (14-19) of a new seven-form-entry Comprehensive Girls' School established in 1974. Present roll 680, including 240 in Sixth Form.

Applicants must be practising Roman Catholics with appropriate qualifications and experience. London Allowance payable £297 per annum. Consideration given to assistance with removal and relocation costs, temporary housing and a two homes allowance.

Further information and application forms (stamped addressed envelope) from the Clerk to the Governors at the above address, to whom they should be returned by November 17, 1977.

County of Cleveland

SECONDARY SCHOOL

HEAD TEACHER

ORMEBY SCHOOL (GROUP 10), (Roll 936) Stockwith Close, Nethercliffe, Middlesbrough, Cleveland, TS8 0RG

Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER of this 11-16 Comprehensive School. The vacancy arises owing to the promotion of the present Head Teacher as from 1st January, 1978.

There is a considerable degree of integration with a school for physically handicapped children which is directly linked to the Ormeby School. Financial assistance with household removal expenses is available in approved cases. Forms of application and further details are obtainable from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN, and should be returned by not later than 18th November, 1977.

Metropolitan Borough of SEFTON

Education Committee

Applications are invited for the following DEPUTY HEADSHIPS

(Group 10) for High Schools (11-18) formed on secondary school reorganisation in Southport.

Required for September, 1978. Greenbank High School for Girls which will be formed from the existing maintained girls' grammar school. The school will admit its first non-selective intake in September, 1978.

The responsibilities of this post include all aspects of staff and pupil welfare, day to day administration and general discipline within the school. Birkdale High School for Boys which will be formed from the existing maintained mixed secondary modern school. The main responsibilities of this post will include boys' welfare and discipline and examinations.

The amalgamation of an existing boys' secondary modern school with an adjacent girls' secondary modern school. The responsibilities of the post will include day to day administration and planning of the pastoral care organisation in the school with particular responsibility for girls' welfare and discipline.

Required for 1st May, 1978. DEPUTY HEADSHIP of Meols Cop High School with principal responsibility as Director of Studies. Other responsibilities will include examinations and compilation of the timetable.

Application forms and further details of all these posts are available from the Chief Education Officer, Burlington House, Crosby Road North, Waterloo, Liverpool L22 0LG, upon receipt of a S.A.E. Completed application forms should be returned by 14th November, 1977.

SECONDARY Art and Design continued

MERTON London Borough of Education Committee

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HERTFORDSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT

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LIVERPOOL COUNTY COUNCIL EDUCATION DEPARTMENT

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SECONDARY English Continued

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LEEDS CITY COUNCIL DEPARTMENT OF EDUCATION

Unless otherwise stated: Closing date is fourteen days after the appearance of the advertisement.

SPECIAL SCHOOLS READJUSTMENT SECOND MASTER/MISTRESS POST

SCALE 2 POST N.W.72 STANNINGLEY SCHOOL

PRIMARY SCHOOLS DEPUTY HEADSHIP

SCALE 2 POST S.740 BOTTLEWELL INFANT SCHOOL

Teachers of Mathematics Up to Scale 3

We may still have vacancies (up to Scale 3) in our high schools (12-16 years) for Teachers of Mathematics—both traditional and SMP.

Harrow Education Metropolitan Borough of SEFTON Education Committee

Head of Upper School at Greenbank High School for Girls which will be formed by the existing maintained girls' grammar school.

Head of Scientific Studies at Blenheim High School (Mixed) which will be formed from the existing mixed secondary modern school.

leia Secondary Vacancies

The Authority would be pleased to receive applications from experienced teachers and those seeking first appointments, who are qualified in the following subjects—

Design and Technology Home Economics

Appointments will be made to a scale 1 post in the Authority's general teaching service, Inner London Salary, (£402) payable in addition to the Burnham salary.

For the appropriate application form please write to the Education Officer (152), Room 67, The County Hall, London SE1 7PB.

For the appropriate application form please write to the Education Officer (152), Room 67, The County Hall, London SE1 7PB.

SURREY COUNTY COUNCIL

FRINGE AREA LONDON ALLOWANCE £150 p.a. THROUGHOUT THE COUNTY

Posts of Responsibility Comprehensive Chertsey, Sir William Perkins's School

SCALE 1 POSTS Comprehensive Banstead, Nork Park County Secondary

SCALE 1 POSTS Comprehensive Egham, Magna Carta County Secondary

SCALE 1 POSTS Comprehensive Wokingham, Magna Carta County Secondary

Additional notices and information at the bottom of the page.









English

Heads of Department

HERTFORDSHIRE... (Text describing job openings for English heads of department in Hertfordshire.)

Other Assistants

ARGENTINA... (Text describing job openings for other assistants in Argentina.)

History

MIDDLESEX... (Text describing job openings for history teachers in Middlesex.)

Mathematics

AVON... (Text describing job openings for mathematics teachers in Avon.)

Music

HAMPSHIRE... (Text describing job openings for music teachers in Hampshire.)

Religious Education

ARGENTINA... (Text describing job openings for religious education teachers in Argentina.)

Science

HERTFORDSHIRE... (Text describing job openings for science teachers in Hertfordshire.)

Modern Languages

BRISTOL... (Text describing job openings for modern languages teachers in Bristol.)

Geography

CAMBRIDGE... (Text describing job openings for geography teachers in Cambridge.)

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Other Assistants

CHESHIRE... (Text describing job openings for other assistants in Cheshire.)

Preparatory

DEVO... (Text describing job openings for preparatory school teachers in Devon.)

Deputy Heads

DEVO... (Text describing job openings for deputy heads in Devon.)

By Subject Classification

DEVO... (Text describing job openings for subject specialists in Devon.)

Other than by Subject Classification

DEVO... (Text describing job openings for other roles in Devon.)

Music

DEVO... (Text describing job openings for music teachers in Devon.)

Physical Education

DEVO... (Text describing job openings for physical education teachers in Devon.)

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Westminster College

Battersea Park Road, S.W.11

Head of Department Home Economics and Catering

Required for September, 1978. Salary (G IV) £7,650 to £8,525 (including L.A. & Supp.)

ilea Completed information and application form obtainable from the Clerk to the Governors. Closing date for applications 22 November, 1977.

NENE COLLEGE

Applications are invited for the post of

Deputy Director (Group 8)

The post is tenable from January 1 1978 and the vacancy arises as a result of the present incumbent having obtained a new post. Applicants should be graduates with significant senior managerial experience; they should be familiar with the maintained higher and further education system. The successful candidate will assist the Director in the overall administration of the College. He/she will be expected to contribute vigorously to continuing development and be entirely supportive to the idea of a comprehensive institution. Salary: within Burnham Group 8 range. Application forms and further particulars (s.a.s.) available from and returnable to Mr L. C. Skelton, Secretary to Governors, Nene College, Moulton Park, Northampton NN2 7AL by 30th November, 1977.

Northamptonshire Education Committee

TAMESIDE COLLEGE OF TECHNOLOGY

Tutor Organiser

INDUSTRIAL LANGUAGE UNIT The task of the Tutor Organiser will be to continue to develop programmes to provide English Language training for immigrants primarily in the workplace, though not excluding day-release. This will involve: (a) Promoting the scheme through liaison with employers, Local Authority and voluntary agencies, the Department of Employment and other resource agencies. (b) Preparation of schemes, materials and resources generally. (c) Teaching. Candidates, preferably graduates, should have appropriate qualifications in teaching and ESL and suitable experience in teaching in a technical or industrial context. Candidates should be prepared to travel and work flexible hours. Lecturer II, £3,744 to £5,885. To commence January 1, 1978. Applications for consideration should be sent to the Principal, Tameside College of Technology, Beaulieu Road, Ashton-under-Lyne, Lancashire, OLN 2BL, to be received within 14 days of the appearance of this advertisement. Reference 1021/TES.

Exeter College of Art and Design

Lecturer II History of Design

Applications are invited for the above post from persons who might be qualified in Modern History, History of Art or Architecture or Sociology of Communication. The person appointed will teach on CNAAB (Hons) degree courses in Graphic Design and Fine Art. Appointment to commence from January, 1978, or as soon as possible thereafter. S.A.E. for details and application form to Chief Administrative Officer, Exeter College of Art and Design, Earl Richards Road North, Exeter EX2 8AS.



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# UNEMPLOYED TEACHER?

Thinking about a change of career?

As a fast-expanding, long-established, international company, The Imperial Life Assurance Company is seeking two people with ambition and a desire to be successful. We offer a salary up to £3,500 plus considerable bonuses. Income in first year between £6,000-£7,000. If you are aged 20-40 years, resident in London, and would like to discuss your future, telephone:

Stanley Hill 580 0811 (office)  
349 9618 (home)

# SENIOR PUBLISHING APPOINTMENT

A vacancy occurs for an executive in Educational Publishing with experience of all round teaching/editing or writing of text books. This is a post in which the successful applicant will be expected to assume director status within a short period. Age level 35/45. Commensurate salary and fringe benefits.

Apply in confidence to Managing Director, Hulton Educational Publications Ltd, Raans Road, Amersham, Bucks.

# RECREATION DEPARTMENT: CHIEF SWIMMING COACH/ORGANISER

£9,000 (£8,000) plus £232 p.a. supplement plus up to £200 p.a. supplement.

Applications are invited from fully qualified A.S.A. Coaches suitably experienced to develop and encourage an intensive and continuous swimming training programme at all levels.

This is a new and challenging position in a city with ten public and six school swimming pools and the successful applicant will be expected to co-operate and liaise with schools, swimming clubs and other associated bodies to provide an expansion of the present training facilities.

Assistance with removal and other expenses, where appropriate, are payable.

Application forms and further details available from Director of Recreation, 7 Saville Place, Newcastle upon Tyne NE1 5DP.

Closing date November 11, 1977.

# City of Newcastle upon Tyne

# LONDON BOROUGH OF BARNET Borough Engineer and Surveyor's Department

# Swimming Development Officer/Coach

Grade AP. 5. Salary £4,110 to £4,380 per annum inclusive of London Weighting plus a supplementary allowance of £312 per annum and pay award effective from July 1, 1977, plus 12½ per cent shift pay and enhanced rate for week-end working.

This is a new post and the appointment will be for an initial trial period of not exceeding two years, dependent on the success of the scheme. The successful candidate will be responsible to the Baths Manager for the development of the sports and disciplines of swimming.

The person appointed would coach the advanced training group and should, therefore, possess a sound knowledge of the A.S.A. Coaches Certificate.

A diploma in physical education would be an advantage.

Further particulars and application form from the Borough Engineer and Surveyor's Department, Gateway House, 322 Regentia Park Road, Finchley, London N3 2LP, which should be returned by November 14, 1977.

# MISCELLANEOUS Appointments

**HAMPSHIRE:** Applications invited for the post of Head of the Department of Physical Education in a secondary school in the Southampton area. Salary £5,000-£5,500 p.a. plus £1,000 p.a. London weighting. Further details from the Director of Education, Hampshire Education Authority, 100, High Street, Southampton SO9 1AA.

**NORFOLK:** Applications invited for the post of Head of the Department of Physical Education in a secondary school in the Norwich area. Salary £5,000-£5,500 p.a. plus £1,000 p.a. London weighting. Further details from the Director of Education, Norfolk Education Authority, 100, High Street, Norwich NR1 1AA.

# TEACHER, 31 male, 1977-78

Applications invited for the post of Teacher in a secondary school in the London area. Salary £5,000-£5,500 p.a. plus £1,000 p.a. London weighting. Further details from the Director of Education, London Education Authority, 100, High Street, London EC1A 1AA.

# Educational Courses

**LONDON, W.C.1**  
**YOUTH AND COMMUNITY WORK**  
Courses available for youth workers and community workers. Further details from the Institute of Education, 25, Bedford Way, London EC1A 1YD.

# T.E.F.L. COURSES

Teaching English as a Foreign Language courses available for teachers and students. Further details from the British Council, 11, Bedford Square, London WC1R 4EJ.

# Awards and Scholarships

Information on various awards and scholarships available to students. Further details from the British Council, 11, Bedford Square, London WC1R 4EJ.

# Personal Announcements

Private advance, agency requires, bournemouth, emigrate with brewer, for sale and wanted and postal shopping, carpets furniture fabrics, mortgages, regional trust ltd, immediate advances, postal loans unsecured, mortgages, mortgages up to 100%, personal loans, salaries persons, postal loans, 100% mortgages, young songs book 1.

# THE TIMES EDUCATIONAL SUPPLEMENT

Personal Announcements

**A PRIVATE ADVANCE**  
A private advance of up to £50,000 available for personal use. Further details from the British Council, 11, Bedford Square, London WC1R 4EJ.

**AGENCY REQUIRES TUFGU**  
An agency requires a tuftu for a project in the London area. Further details from the British Council, 11, Bedford Square, London WC1R 4EJ.

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Information on Bournemouth. Further details from the British Council, 11, Bedford Square, London WC1R 4EJ.

**EMIGRATE WITH BREWER TURNHULL**  
Emigrate with a brewer. Further details from the British Council, 11, Bedford Square, London WC1R 4EJ.

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Postal loans unsecured. Further details from the British Council, 11, Bedford Square, London WC1R 4EJ.

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**YOUNG SONGS BOOK 1**  
Young songs book 1. Further details from the British Council, 11, Bedford Square, London WC1R 4EJ.

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University of York. Further details from the British Council, 11, Bedford Square, London WC1R 4EJ.

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University of Oxford. Further details from the British Council, 11, Bedford Square, London WC1R 4EJ.

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# ENGLISH AS A FOREIGN LANGUAGE

English as a foreign language courses available for students. Further details from the British Council, 11, Bedford Square, London WC1R 4EJ.

# Outdoor Education

Outdoor education courses available for students. Further details from the British Council, 11, Bedford Square, London WC1R 4EJ.

# LAKELAND TRAINING GROUP

Lakeland Training Group. Further details from the British Council, 11, Bedford Square, London WC1R 4EJ.

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English as a foreign language courses available for students. Further details from the British Council, 11, Bedford Square, London WC1R 4EJ.

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Northumbrian. Further details from the British Council, 11, Bedford Square, London WC1R 4EJ.

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Nuhsky Education. Further details from the British Council, 11, Bedford Square, London WC1R 4EJ.

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Longman Group Limited has a vacancy for an Audio Visual Producer who will be responsible for the production of tapes, records, filmstrips and other media as required by the publishing divisions.

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For further details and application form, please write or telephone:

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Tel: Harlow (0278) 29655

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Private advance, agency requires, bournemouth, emigrate with brewer, for sale and wanted and postal shopping, carpets furniture fabrics, mortgages, regional trust ltd, immediate advances, postal loans unsecured, mortgages, mortgages up to 100%, personal loans, salaries persons, postal loans, 100% mortgages, young songs book 1.

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